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EDITORIAL

THE FOURTH PLAN — EDUCATION

The Madras State Government has taken a bold step and introduced free education in all Secondary schools. We have no doubt the financial implications have been studied carefully and the initial difficulties that are bound to be experienced in all such reforms will be overcome successfully. The years that follow will be periods of phenomenal expansion in the field of education and we are anxious that in the Fourth Plan, while considering the scope and facilities for education, the authorities will consider carefully the following points.

In the first place as the flow of children from the Elementary schools increases rapidly, there is a very heavy rush for admission in urban areas and classes are so overcrowded that teachers are overworked and have no chance at all to pay individual attention to the children entrusted to them. More schools are needed in many centres in big cities and towns and all encouragement is to be given to private bodies to open new schools in such areas. At the same time the strength of the classes should be restricted to 40 so that the children may receive from the teacher the attention and care that are needed. With a view to increasing facilities for education, philanthropic people in rural areas open new schools and many of these schools have not enough strength. It should be the policy of the Government to see that before encouraging such schools, the existing

institutions have the optimum strength of 700 and have buildings and proper equipments. The staff should be adequate and every opportunity is to be afforded to the children to use the library and the laboratory which deserve our immediate attention. It is a pity that most of the schools — especially schools in rural areas, have no laboratory at all and teaching has to be done without apparatuses and even without maps and charts.

The fate of the Bifurcated Courses of Study is still hanging in the balance. The necessity to provide for Engineering, Agriculture, Commerce, Fine Arts, Domestic Sciences, etc. is felt by all and as such provision has to be made for study in at least 20 per cent of the schools. While in urban areas big schools may be encouraged to provide for such courses, in rural areas each centre may have a school providing for one or more of these courses.

Pre-school education is a problem of equal importance. As the foundation for education is to be laid on sound lines in the early years of childhood, it is incumbent on us to see that children of 4 and 5 are not neglected and that they develop from the very beginning the correct habits and attitude to study. In many a home both the parents get employed and have to leave the children in the charge of the teacher. Nursery schools in urban areas are very expensive and the Government should themselves open nursery

schools and encourage the public to run such schools charging moderate fees. The suggestion that each village has a nursery school may seem rather strange at this stage.

Many are afraid that with the implementation of free education scheme, the quality of education is bound to go down. While we are sure that neither the Government nor the public would allow the quality to deteriorate, we feel it our duty to mention that our standards in schools should be at least on a par with those in other States and in other countries. Parents and children should not be allowed to show any indifference to study because education is free, but should be educated and made to feel that any neglect will result in a criminal waste which is bound to tell upon the future of the country.

As the quality of education and the consequent progress of the nation are in the hands of the teachers, it is the responsibility of the State to attend to the needs of the teachers who form the asset of the nation. The demand for trained personnel is on the increase, but as the emoluments are not attractive the best among the people do not ever think of this profession and many take to this line when they cannot succeed elsewhere. Such teachers have to be provided facilities for improving their knowledge in the subjects they handle as well as in the methods of teaching. There should be enough scope as such for in-service training and the qualifications of teachers should be brought to the proper level. The emoluments of teachers should receive the immediate attention of the Government in consideration of the fact that they have the greatest share in shaping the future of the country. The fixing of emoluments should not be based on comparable qualifications, as is done now. While the teacher and a Government employee start on the same salary, the former reaches the highest level soon and stagnates while his compeer

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has promotion to higher and higher grades, and as such the teacher develops a discontent and a sense of frustration that prevent him from working sincerely. Further, considering the peculiar nature of the work of the teachers, the Government should think of a better deal. Being always busy with their work—with correcting exercise books and teaching, teachers spoil their eye-sight and develop diseases like *Asthma*, and as such they should have a better provision for the period after retirement. Their pension should be on a liberal basis and they should have facilities for insuring against occupational hazards. Free medical aid and facilities for providing houses are equally important. It is hoped that these points and similar ones will be duly considered by the Government and that before long the teaching profession will attract the best among the people so that society receives the right education and progresses rapidly.

TEACHER-TRAINING AND WELFARE

By PROF. R. RAMANUJACHARI

Dean, Faculty of Psychology & Education

Brothers and Sisters of the Noblest Profession,

Let me at the outset offer you all my fraternal greetings and most cordial welcome to this conference. You must pardon my conceit but I cannot help thinking that our Sectional Conference is by far the most important one and that our discussions and decisions alone can point the way to bring about substantial qualitative improvement in the system of our education. We have witnessed a tremendous expansion of education at all levels but we have not seen the end of it and it is more than likely that in the next few years the pace of expansion will be still further accelerated. We have listened to weighty pronouncements on education from the high and mighty and here again, we might hear many more since self-styled experts are not wanting particularly in this sphere! But with all these symptoms of active interest in promoting education there is a general feeling that the progress is more superficial than real, that many of the new schools recently started would not just have been tolerated even in our own country a few years ago, that the aims and objectives of teaching bear little relation to the basic problems of a changing society and whatever might be said by those in power for public consumption, we must admit at least to ourselves, that this feeling of uneasiness and dissatisfaction is not wholly unjustified.

A great many factors might be responsible for this unsatisfactory state of affairs but the most important of them, I am sure, is the indifference evinced in the matter of selection and training of the teaching personnel and worse still in respect of providing a decent standard of living for those in service. As K. G. Sayidain observed "If we can-

not secure a teaching personnel that is keen and intelligent and has a high sense of duty and integrity and if we cannot keep them reasonably satisfied and contented in their work, no educational scheme can have the slightest chance of success."

I don't have to recount to an audience of educators and educationists the different types of training institutions we have in this State and elsewhere, the requisite qualifications of the candidates for training at different levels, the length of the course etc. I should, however like to make a few general observations on the need for improving these professional institutions. We took a bold step some years ago in doing away with what was known as Lower Grade Elementary Training Course and the next to go—the sooner the better—is the Higher Grade Elementary, Training and its counterpart the Junior Basic Training Course. Our high schools are full even as it is and they will literally overflow with the introduction of free secondary education with effect from this year.

So there won't be any dearth of S.S.L.C. holders in the coming years and we won't get into trouble if we prescribe secondary-grade training as the minimum qualification for a teacher at the elementary and middle school level. We are merely paying lip-service to the theory of Basic Education and our integrated elementary education is supposed to be of the Basic pattern, but one will have to look with a microscope to discover the basic element in it, if any! Let us be more frank and honest and do away with the Basic training schools as they do not obviously fulfil any need in the present scheme of things. The collegiate training institutions admit graduates in arts and sciences but without any reference to their aptitudes and interests.

Various studies have been made of the essential qualities of a good teacher but we do not seem to have much use for them in selecting the candidate for training. There is hardly any screening of candidates in most institutions and if at all there is any, a decent percentage of marks—not high of course—in the qualifying examination seems to be the only criterion that is applied. But it has been conclusively proved that even sound scholarship alone cannot make one a good teacher ; it must be coupled with certain personality traits like tact, patience, faith, resourcefulness and, good human relations. Some devices like aptitude tests, personality tests, and personal interviews must be employed if we are going to choose the right type of persons to be trained for this great profession. As it is, we succeed in drawing to our training institutions only those candidates whose academic career has been none too brilliant, whose quest for a better job has not been fruitful or who look upon teaching as a supplementary source of income in addition to what they might get from their patrimony. We might require a large army of teachers to man our multiplying schools but if we proceed on the principle that anyone is as good as the other we might do greater harm, than by slackening the rate of expansion, for an indifferent, inefficient teacher can ruin several generations. So let us at this conference consider and devise practicable methods of selecting suitable candidates for the training institutions.

Next, let us see if everything is all right with the contents and length of the courses and methods of teaching in these training institutions. The period of secondary grade training is two years and during this brief period the trainees have to improve their general knowledge and imbibe professional knowledge as well. They have something of everything—psychology, principles, methods, craft-training, physical education, art education and what not and at the end of their training they are considered competent to teach any and every subject included in the curriculum for standards 1 to 8. These

students like any others have their own individual differences, aptitudes and interests and if the training is to prove really useful and meaningful it is important that they shouldn't be compelled to master all that many be included in the training course. With a broad classification of their abilities under different heads, like linguistic, numerical, artistic and mechanical, it should be possible to give such training as would enable them to do a better job in schools. But we now regard these secondary-grade trained teachers as versatile persons who can impart instruction in any subject and engage themselves in any type of educational activity. There may be some who are truly versatile but they are only typical exceptions.

At the post-graduate level the position seems to be still worse. The duration of the course is only one year but there is no end of subjects they have to study ; they have to learn not merely the techniques of teaching-tricks of the trade as they might be called but a host of other things like psychology, principles of education audio-visual approach, measurement and evaluation and also improve their knowledge of the special subjects they might be called upon to teach. Besides, they have to do practice teaching for three or four weeks. When all these and perhaps much more are crammed into a short course the result is naturally unsatisfactory and the degree of proficiency attained by the students is hardly worth mentioning.

The greatest drawbacks of our training institutions is their insulation against reality ; they are not related to the actual conditions that obtain in schools. Everywhere we hear the complaint that what is learnt in a training institution is never tried out in schools and there is a common belief that all that 'stuff' is useful only for obtaining the diploma or degree and that it is not meant to be taken seriously and applied in the professional discharge of one's duties. Herein lies its greatest weakness ; in no other professional course like medicine, Law or Engineer-

ing is such an attitude entertained or tolerated. So it is imperative to bring about a closer contact between the training institutions and the schools they are meant to serve. "Every training college should have under its direct control a properly equipped Demonstration school conducted on experimental lines and working on methods and principles advocated in the lecture rooms," as K. G. Sayidain says and the successful working of such schools might lead to a general leavening of other institutions in the neighbourhood.

It is a strange paradox that the training colleges that preach so much about progressive methods and techniques rarely practise them. For instance, the lecturer in education would condemn the lecture-method in a lecture and virulently attack 'dictation of notes' while dictating notes! The staff of the training institutions seems to be no less concerned with preparing their students for the final, external examination somehow than any other teacher working in an ordinary school or college. Unless they practise what they preach their words will carry little conviction and this is probably the very reason why the teachers fight shy of improving their methods of teaching. So the Training institutions must set an example for others to follow.

Talking about techniques etc., our training institutions seem to lean heavily on what others have said and written about them. They don't try to examine the practicability of these superior techniques engendered in alien lands, under indigenous conditions which are totally different. This is due to lack of experimentation and research in our country and it is necessary that each training college should have a research wing to develop classroom procedures, to examine curricula, to improve system of tests and examinations, to raise the quality of text-books etc. The object dependence on foreign literature and ideas must cease if our education is to progress on right lines suited to our social and cultural milieu.

Whatever be the length or nature of the course, all that can be attempted

and achieved is to initiate the trainees in the new profession. The teachers must have opportunities for professional growth and development. As Tagore observed, "a lamp must continue to burn its own flame if it is to light other lamps." There must be a well-organized in-service training programme and active participation in it must be encouraged. In this connection I wish to pay a tribute to the excellent work done by the S.I.T.U. Council of Educational Research under the direction of the eminent educationist Sri S. Natarajan and the Departments of Extension Service now run by the National Council of Educational Research and Training (but originally organised by Sri S. Natarajan). It may be of interest to you to know that in many foreign countries like Germany and U.S.A. a teacher is not given a licence to teach for life, as is done here, but it has to be renewed periodically and the renewal is dependent on evidence of continued interest of the teacher in the in-service training programmes. Confirmation in the job and further promotion for teachers are also incumbent on their professional growth. There must be greater recognition and support to this scheme as in-service training from all concerned—the State Government, the Department of Public Instruction, the Training Colleges and Professional Organizations like the S.I.T.U.

In the process of professional growth it would be better if the teacher is allowed some freedom to experiment and to initiate new schemes and projects. But now there seems to be a determined effort to impose rigid uniformity and to indoctrinate the teachers in a particular way of thinking—these have a place in a dictatorship but certainly not in a growing democracy. Prescription of an inelastic syllabus and nationalisation of text books are two instances that may be cited to prove the point.

Lastly, coming to the question of teachers' welfare, we must be thankful to the State Department of Education for various measures to improve salaries and service-conditions. We

were the pioneers in introducing the Triple-Benefit Scheme. The salary scales were recently revised and teachers were looking for greater relief and monetary aid to keep above water in these days of soaring prices. But like a bolt from the blue has come the shocking news that consequent on the introduction of free secondary education severe cuts have been imposed on salaries and allowances of teachers, particularly of those employed in private aided institutions. We hear loud, reasonable protests against these unjust cuts but we may be confident that our responsive, sympathetic government will restore the status quo. We are told that all over the world teachers' salaries compare unfavourably with those engaged in other professions but we are not asking for the civilian status enjoyed by the teachers in West Germany—we can't be denied a minimum wage that will keep us in comfort and the authorities should remem-

ber the ever-increasing difference between the nominal wage and the real wage as represented by the depreciating purchasing power of the rupee. Year after year at the annual conferences like this the S.I.T.U. has been passing resolutions praying for the grant of house rent allowance, free medical service and such other basic amenities; these would be followed up by deputations and representations and we would learn from the papers that the Minister gave a patient hearing! We have an enlightened Chief Minister who is also in charge of the portfolio of education and an enthusiastic warm-hearted Director of Public Instruction and so we need not despair of securing a better deal in the none-too-distant future. Let us in the meantime set our house in order, reform and improve ourselves and do our duty with missionary zeal so that we may usher in a brighter era of all round progress and development.

METHODS OF TEACHING IN TRAINING INSTITUTIONS

By S. RAJAGOPALAN

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It was Shaw who once wrote: 'He who can, does; he who cannot, teaches!' This may not be true in the case of primary and secondary school teachers; but it is certain that many of the teachers working in Training Schools and Colleges lay themselves open to this charge. This may seem rather a sweeping generalization; nevertheless it cannot be gainsaid that, along with sweeping reforms in the methods of teaching in schools, there should be a thorough change in the techniques of teaching adopted by the teachers of teachers as well.

It has been rightly said that "the institutions for the training of teachers function as the nerve centres for all our primary and secondary schools." In any national system of education the

training of teachers occupies a key position, for upon the quality of the teachers more than upon any other factor depends the success of the schools. Now the question is: are we giving the prospective teachers in our training institutions the right type of training which will enable them to play their parts well in the noble task of the reconstruction of our country in all spheres of life? The writer recognizes that the type of training we give depends upon a number of factors such as the teaching personnel, curricula, equipment, facilities for teaching practice and methods of selection of trainees. But, it will be granted that a training institution which may satisfy all the requirements that we may prescribe in every one of these fields will

woefully fail to give the right type of teacher education if its staff does not follow proper techniques of teaching. This is one of the reasons why we often hear the complaint that much of what is said in training schools and colleges is meant only for passing the examination at the end of the course of training and not for being adopted in schools.

How well it would be if only our teachers of teachers realized the truth of these well-known sayings in English: 'An ounce of practice is better than a ton of theory' "Example is better than precept."! What do we actually find in a good number of training institutions? The trainees seldom read anything else except the Printed Notes or Notes dictated in the class. 'Jeevanayagam' is still considered to be the gateway to all knowledge about the theory and practice of teaching by some of the B.T. students! Time has come to a standstill for them since it was written! We cannot entirely blame the teacher-trainees for this sorry state of affairs for the method still followed in many places is the lecture method. The trainees are all the time at the receiving end and there is very little that is done to provoke their thinking and make them participate, in the real sense of the word, in the lesson given. As in secondary schools, in training institutions as well, all teaching is dominated by the pernicious examination system.

Little attempt is made to develop in the prospective teacher an enquiring frame of mind, kindle in them the spark of learning and develop desirable attitudes towards their chosen profession. No wonder the moment the trainee gets his diploma or degree he imagines he has learnt all about the art of teaching while he has not been even initiated properly.

It is surprising that in these days when we talk of objectives of teaching, learning experiences and new evaluation techniques, with regard to school instruction, we hear very little of any such re-thinking in the field of teacher-education. In the first instance every

member of the staff of each training school or college should have a clear conception of the objectives of teacher education. For upon such a realization of the goals to be reached depends the adoption of the right techniques of teaching. So, any discussion on the methods of teaching in training institutions will have to be preceded by a clear formulation of the objectives of teacher education first. The Commission on Teacher Education in its Report lists the following as the desirable qualities to be developed among the would-be teachers:

Skills :

- (1) Skill in co-operation
- (2) Skill in mediating knowledge.
- (3) Skill in evaluation.

Understanding :

- (1) Increasing knowledge (general, special fields, professional)
- (2) Social understanding
- (3) Friendliness with and understanding of children.

Attitudes :

- (1) Respect for personality.
- (2) Community mindedness.
- (3) Faith in the work of teaching.

Habits :

- (1) Rational Behaviour.
- (2) Good citizenship.

We may add that we should prepare young men and women who may not only possess a high degree of professional competence but also a broad vision of our society, its cultural heritage and the moral and spiritual values cherished by it.

It need not be emphasized that if we want to realize these goals, as we should, it is high time that we gave up the out-moded lecture method and adopted instead such methods that will provide interesting and worthwhile learning experiences that will give the pupil-teachers professional as well as personal education. Whatever the method we may adopt, it should be borne in mind "that a method which

provides for adaptation to individual differences, encourages student initiative and stimulates individual and group responsibility and co-operative participation on a social climate which is characteristically democratic, is likely to be more effective than a method which does not." Clearly the Lecture Method now in vogue does not answer any of these requirements. What we need to adopt is some Activity Method which will set the trainees on the path of enquiry, develop in them the qualities of self-reliance and independent thought and thus prepare them to face confidently the great intellectual challenge that modern democracy offers. It is obvious that only methods like Guided discussion, Group Discussion, Problem-solving Method, Laboratory Method, and the Project Method along with plenty of Observation work and Assignments will enable the prospective teacher to acquire the right type of professional education. They are expected to adopt these methods in the schools they happen to work later on and only actual experience with the working of these methods will convince them of their efficacy as means of instruction. Till this is done one is apt to think that mere talk on these improved techniques of teaching can only be hypothetical. Further these methods must be tried in the Model schools attached to the Training institutions as well and the trainees given an opportunity to observe them, but, more than this, if the trainees themselves are taught the several subjects in their curriculum like the theory of Education, General Methods, Educational Psychology etc., this way, that will have a more lasting influence on their minds. For is not any first hand experience at any time better than mere observation?

One of the essential prerequisites of a training institution to try these techniques is that it should have a good Library and Laboratory. The trainees should be given periodical assignments on various topics in all the subjects. These assignments are to be given well in advance before class discussion on the topics dealt with takes place.

Some of the assignments may be in the form of problems for which the pupil teachers may be required to suggest solution. For example, a likely assignment in Educational Psychology will be "How are we to hold the attention of the pupils in our classes when we teach?" Assignments like this will help to develop in our trainees the problem-solving attitude which will in course of time, result in the development of the scientific attitude. Sometime the entire class may be given one assignment. Or the class may be split into several groups and each group asked to study one particular aspect of the same problem. Then finally after the groups have finished their work, they are asked to present their reports to the entire class and a general discussion in which all participate ensues. Of course the writer is fully aware that this Group Method has certain limitations. Nevertheless he hopes that it is definitely better than any 'telling' method and in course of time every member of each group is bound to take interest in his or her group activities.

If a short talk or lecture is inevitable, as it is in some cases, it may be preceded by some Demonstration or Experiment wherever possible and should certainly end with questions put by the class to clarify points and the teacher answering them. On no account should the teacher dictate notes. He should, on the other hand, suggest books and journals for reading, for attaining a greater mastery over the ground covered in talks or discussions.

It would be a good thing if the tutorial system were followed earnestly in all our Training Institutions and as is the case in the United Kingdom, each member of the staff should be put in charge of not more than ten pupil-teachers who will be required to meet their tutors individually at least once a fortnight. Each tutor could then take special responsibility for guiding the professional and personal growth of his wards. These fortnightly meetings may be utilised for a frank discussion of the problems facing the individual pupil-teacher in his professional studies as

well as the problems of education in general. Each pupil-teacher may be asked to submit to his tutor a short dissertation each term on one of the problems of education.

The Seminar or Discussion method will be effective only if the size of the class is small. So, it is suggested that no class in any training institution should have more than hundred pupil-teachers on its rolls.

With regard to instruction in the methods of teaching of special subjects like English, Mathematics, History etc., there should be a good number of Demonstration lessons. Discussion of any particular procedure should always be preceded by a Demonstration lesson given by the teacher. The present practice of the teacher giving three or four demonstration lessons just before the commencement of Training Practice, though not entirely devoid of good results, should be replaced by a well-planned scheme of such lessons preceding the discussion of each new technique wherever possible. If this is ensured, the pupil-teachers will be convinced of the efficacy or otherwise of the techniques advocated in training institutions and we will also be helping them to form the desirable habit of critical thinking.

The problem of Teaching Practice is too vast a field to be discussed at any great length in a short paper like this. It is heartening to note that some serious thinking has already been bestowed on this subject by Training College Lecturers and the NCERT too is engaged at present in finding out how best we could aid our prospective teachers in their professional growth through Teaching Practice. The writer feels that this goal cannot be realized unless and until each lesson is supervised by some member of the staff of the training institution and, if it is not possible, at least each lesson plan prepared by the trainee is corrected by the supervising teacher. If Teaching Practice is spread throughout the year, fruitful discussions in which the entire class may participate can follow each lesson given by a pupil-teacher.

It is well known that teaching and testing form part of one and the same process. As Monroe, and Corey remark, "effective evaluation of pupil achievement in relationship to accepted goals of instruction is considered an indispensable aspect of good teaching". It is time the training institutions too prepared better evaluation tools than those they are using now to measure the outcomes of their instruction. It is hoped that both the State Department of Education and the Universities in our State will take steps to bring about this desired change in the method of evaluation adopted in our Training institutions. It should not be forgotten that the question of methods of teaching is inextricably woven with that of evaluation. Any system of examination which only encourages cramming on the part of the pupil-teachers will only perpetuate the adoption of the out-moded methods of teaching in our training institutions and they will never equip the prospective teachers with necessary knowledge, skills, attitudes and habits to meet the great educational challenge that our fast developing nation offers.

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BOTTLENECKS IN EDUCATION: THE INSPECTORATE

By N. S. PADMANABHAN

Thanks to the resurgent spirit and the over-flowing enthusiasm which has marked the Post-Independent era in the field of education in our country resulting in phenomenal quantitative expansion and its concurrent complexities, the need for qualitative improvement has also become imperative and essential. Each item of work connected with and calculated to ensure the maintainance and betterment of standards has to be given proper credentials, lest we of the present decade, run the risk of deluding ourselves into a world of phantasies. The reorientation of the syllabi in tune with modern requirements and aims, the changes brought about in the structure and pattern of the various courses of study and above all, the throwing-open of the floodgates of education to all and the sundry, are no doubt, credit-worthy and purposeful so long as quality is not let to be impaired in the least by any of these measures adopted. The proper and useful functioning of the inspectorate, the administrative wing of the department, is a matter of relevant importance in this context and much depends upon its success in forging a harmonious relationship with, and beneficial control over the other organs of the structure. But, as things stand at present, they leave much to be desired and the hiatus between its capabilities has to be bridged in the smoothest way possible before we can pride ourselves effecting the most outstanding reform. A humble treatment on the magnitude and complexity of the problem in all its facets of thought and realisation, with some possible and suggestive solutions thereof is what is attempted here.

With our notions about what go to make the real amenities of life fluid at all times, we can but have a hazy-comprehension of the double role that our ancestor-teachers of the past ful-

filled by their being the instruments as well as controlling agencies of the system of education, so ably postulated and formulated by them. The true missionary spirit that permeated in their sphere of action was more born out of a reluctance to compromise wisdom with matters material and ephemeral in value than the benefits that accrued to them by State patronage. Rivalry among various schools of thought and practice was the order of the day and the fact that each group—for, we can speak of institutions only at a later stage—vied with the other in the nearby locality to produce a most favourable impression among the enlightened and the elite was itself a motivating factor in the upkeep of standards. Indeed, no supervising agency of any description was called for in such a state of affairs. But that this kind of education was the prerogative of a limited and choice few in society is also an instance in point. Anyway, each of the various systems of education obtaining in our land from time immemorial to the days till the advent of the British rule, be it the Brahminical, the Buddhist, or the Mohamedan one, was *par excellence* an entity by itself, wholesome and beneficial to society at large, though it is now open to doubt whether it can be put into practice under changed circumstances. At the same time, the self-denying nature of the teachers of yore and their proper and masterly control over their interests which made meticulous supervision a redundant factor, stand out as examples worthy of emulation by the present-day teacher and as cardinal principles worthy of assimilation and comprehension in reforms proposed in future.

The aim, the content and the structure of the educational system underwent a thorough and to some extent, a disastrous change as the sway and

suzerainty that the British held over Indian affairs widened and all the efforts in this field were canalised in the direction of making the seekers of education more as bread-winners and bread-hunters than as men of wisdom having their own philosophies in life. Education was, so to say, taken out of the enclaves of purity and sanctity and made a market-commodity devoid of its lustre and capacity. The influence of science as it came from the West was also noteworthy. Spread of education in the sense obtained in other subject-countries was a *faith accompli* and schools and colleges of the present type sprang up here and there. The promulgation of a somewhat nationalised and liberal kind of education necessitated a department of education to function, to look after and carry on uniform and methodical work. Pedagogy was made to appear as good as (or, as bad as ?) any other trade or calling, with a greater slant on materialism. Training schools and colleges turned out matriculates and graduates well-groomed to the profession with ideas of modern psychology and educational sociology. An Inspection Code was formulated and enacted. Periodical visits by Inspecting Officers was made obligatory and an annual inspection of every school was made to assess its tone and turn-over. The Officers are to have a thorough probe into the working of the school and make such recommendations and reports as to the furtherance of standards and suggest ways and means of giving effect to them in their conferences with teachers and headmasters. Despite the hollowness of its standing which has been referred to above, this system of supervision worked fairly well till the first half of this century. Alas, how paradoxical and sad it is to find that the present-day Inspectorate has more or less become the fifth wheel of the coach — that too often a rumbling one!

It is not as if that this happened only because they were unconscious of their responsibilities and hence shirking in their work. Much of the ill stemmed out of the fact that the machinery in

the control of education was rather unprepared to meet the challenge of the post-Independence era. A mass upsurge in the minds of the people towards educating their wards at any cost — and at no cost as years advanced — meant opening of more and more schools under each controlling unit and this again, in its turn, meant a heavy burden on the official in charge of it. To be in fairness to him, he was not able to cope up with the mounting work at his desk, official and semi-official apart from the fact that his services were very often indented upon and got used up in ultra-academical interests. A considerable amount of the working-time and leisure of the Educational Officer and his Deputies were devoted to the maintenance of records rather than standards. Their visits to institutions were rare and unhelpful. Monthly conferences of elementary school teachers, convened and conducted by the Deputy Inspectors of Schools of the areas concerned were dominated by business-like transactions such as reading out departmental circulars etc. which had little bearing on problems of pedagogic value. Higher up, the D.E.O.'s visit and inspection (more often than not, the one synchronises with the other) of a high school was none but a formal affair or ritual connected with the school in which everyone concerned evinced mundane interest. In fact, these officers were in a helpless position of not having adequate intimate knowledge of the particular problems and difficulties facing a particular institution. No wonder they resorted to the easy course of repeating platitudes and giving formal Sermons on the Mount, thereby making the conferences never touching in appeal and wholesome in effect. Visits by them were only a few and far between as not to allow the officers to get into touch with situations arising every now and then and tackle them in their natural surroundings. Thus proper canalisation and supervision of work turned out in schools has long been a neglected factor, and it is time we adopted remedial measures of an enduring character.

To suggest that the teachers should themselves be the guardian-angels of their action and thus help to create an atmosphere of self-reliance and cent percent dedication to work possible would but fall little short of idealism. Human nature being what it is, requires and is sustained by some kind of external stimuli and it begins to revolt when it becomes too rigid. A beneficial check, supported by just and purposeful action, would be the panacea under the circumstances prevailing now. The following are also some of the measures that would ensure and enforce effective supervision: (i) The jurisdiction of each of the Inspecting Officers should be such as to allow him time to make a number of visits to each of the schools under his control and therefrom get an overall picture of the projects that the institution has undertaken, the impediments that obstruct their fructification and to give genial encouragement where it is due. (ii) The Government should see to it that Inspecting Officers do, as a matter of fact, possess at least a decade's teaching experience in schools which will in turn certainly enable them to understand sympathetically the problems of the teachers and come to decisions in a more rational way. Also this will pave the way for a smooth flow of constructive criticism. (iii) Besides cutting down of the area of operation it is better they are divested of other functions such as Midday Meals Scheme, Godfather Scheme etc. which have no direct bearing on efficiency of instruction. An alternative arrangement would be to have, instead of a full official control, a semi-official one to govern these projects. A committee consisting of headmasters and senior high school assistants of the range or taluk with a periodical over-check of their work by the Department will serve the purpose. (iv) School inspection should be made less formal and more informal. The Officers should

take a genuine care to make the task a pleasant experience for the teachers and unto themselves as well. They should not hesitate to demonstrate the methods of teaching they are prone to advocate in case the teacher's own suffers by default. (v) In order that the correspondent and headmaster, who serve as the auxiliary wing of the supervising agency, should exercise their powers in the most congenial and productive manner possible, the Inspectorate would do well to have periodical meetings with them at district level. They both can put their heads together and see that smooth and harmonious relationship between the management and the staff on the one hand and between the management and the departmental authorities on the other are maintained. Interests of the staff will be well safeguarded if the Inspecting Officers venture to look into the proceedings of the Managing Committee so as to ensure its democratic functioning. The role — by no means an insignificant one — that a correspondent, the live-wire in the network, has to play in the context cannot be over-emphasised. (vi) Headmasters, by dint of their diplomatic gesture and by show of a kindred spirit, can bring about their erring subordinates and obtain their loyalty to the cause of better education.

In all, it is my humble hope and prayer that, granted a free will and an open heart along with a reoriented look and demeanour on the part of the Inspectoral staff and the administrative wing of the school and a favourable and spontaneous response coupled with an instinctive urge to put their best on show and record on the part of the teachers, the much-wanted and long-neglected impetus and fillip would be provided for to make the venture of education in our country the *summum bonum* of the craving of society.

ON READING

By V. VARADAN

Every age has a blind eye and sees nothing wrong in practices and institutions which its success views with just horror. The present age also proves no exception to this idea, for much of the present-day educational interest is political or social rather than educational. Nothing at the today's secondary school gives the pupil an opportunity for thinking—for making the pupils to use their brain. Knowledge about other things is important, still more so is the power to use it; but the most important of all is what a pupil believes, what he thinks good and bad, whether he has clear values and standards and is prepared to live by them. But of this all-important side of education we hear very little. Speeches, conferences, the educational presses are more occupied with educational machinery than with education. Nursery schools, raising of school age, part-time continued education, adult study, these fill in the papers and are, of course definitely essential but are not enough. The essential thing is, as the Greek philosopher has said, 'the noblest of all studies is the study of what man should be and how he should live'.

This kind of platonian study will not be possible without getting a proper knowledge of life, at least a knowledge about the essentials of life. This knowledge comes partly through books and partly through experience. Books are no doubt very useful help to knowledge but they are not the primary and natural source. All knowledge which comes from books comes indirectly by reflection and by echo. As Blackie says, 'Books . . . may indeed awaken and arouse you, and perhaps hold up the sign of a wise figure-post, to prevent you from going astray at the first start, but they cannot move you a single step on the road . . . your own legs only that can perform the journey, it is altogether a matter of doing . . .'

There is much truth in Blackie's statement for when we read another person thinks for us, and we merely repeat his mental process. And in reading, the mind is in fact, only the play-ground of another's thought. 'So it comes about', writes Schopenhauer, 'that if any one spends the whole day in reading and by way of relaxation devotes the intervals to some thoughtless pastime, he gradually loses the capacity for thinking'. This is the case with many, for 'they have read themselves stupid'. Mind should not be forced always too much with other people's thought, just as you would ruin the stomach and impair the whole body by taking too much nourishment, so you can over fill and choke the mind by feeding it too much.

This indicates that too much of reading without any reflection will be of no use. No doubt in this age, books have become indispensable because they contain the records of past experience and observations of men whose opinion and thoughts are worth knowing to help and stimulate further progress. For, had not Milton said, that a good book is the 'precious life blood of a master spirit'? Reading books is more or less another form of blood transfusion which takes nothing from its donor yet adds materially to the mental strength of the recipient. But it all depends upon how one reads.

Creative reading is good, and not passive reading or 'barking at the point'. As Bacon has rightly emphasised 'read not to contradict or to take for granted, but to weigh and consider'. Hence what Schopenhauer meant by his words is that one should not be contented by reading crores of books but one should cultivate the habit of thinking after reasoning. For desultory reading results in fatigue and fatigue so closes the avenues of approach within, that education does not educate, amuse-

ment does not amuse nor recreation recreates.

What is important is the selection and method of reading. It is becoming more and more difficult in these days for young pupils to acquire the habit of reading. For the present-day pupils are more interested and consume a lot of time by correspondence, by talking with their friends, by going to cinema and standing in the queues, that are unnecessary, trivial or irksome. They can better devote their leisure time in reading extra books that may be of much value for them. But this is not their fault. For they are not made to realise that books are the treasured wealth of the world and the fit inheritance of generations and nations. They could not understand that a written word is the choicest of relics and that it is the work of art nearest to life itself. The power of the book, the possible function of the book in the modern state is still but imperfectly understood. For, as H. G. Wells said, 'the printed words have no conceivable personal reaction with the reader. It does not watch its readers' face, it is itself unobtrusively unabashed and safer than any priest'. (Mankind in the Making, p. 309).

What should be done to set right this affair? Pupil should be made to realise all that were said before. They should be properly guided in the selection of book. What kind of books should they read? Could we eat saw dust, iron filings, soap, lime, match heads, magnesia? No doubt they contain raw materials that are useful for our body. We can't eat them, but we cannot live and grow on them. To live and grow we must eat such foods that contain materials we need and in such form we can use. A sound body and a lively living require intelligent eating. So it is with reading. Then why read the equivalent saw dust etc. . . . ?

Pupil should also understand what it means to be able to read, how, what one reads influences in one's life, why it pays to be as particular about what one reads as what one eats, and why one should read 'with one's eyes open,' etc. . . . ?

Thousands of people devour hundreds of books and through other recorded deeds compensate for their own stupidity, cowardice and indolence. A great reader is no more necessarily a great man than a great thinker, both may be utterly incompetent in the simple affair of life and as socially useless as a real book-worm. He becomes a reader, but it does not necessarily follow that he reads to any useful purpose. He may merely read as an easy and safe way to do rash deeds or to achieve fame and glory on the battle field or enduring renown as a benefactor of mankind. Here reading becomes a substitute for thinking which in turn is a substitute for more overt action in voice mechanism. Talking moves the world. In short, we are living in a 'talking world'.

A vast library is a collection of all thought. All the ancient thoughts were expressed only through speeches and later these came out in the form of books. Through these books we can learn how humanity at large has manipulated its world and all of the world mankind has expressed in words. Herein lies the significance of reading. Our life is too short to meet the thousands of people we should like to meet and talk with; with whom we like to share their experience. Now without the printed page could we come in contact with the best and wisest thought of the generations that have gone before.

But there is so much to read, if one's curiosity has not been dulled and one's time not completely absorbed by the routine of life, so much that one wants to read, that many frankly give up because they don't know where to begin. They feel the urge to read, but they dissipate the urge because they can't control it, can't make a beginning and so fritter away the few available time in more time-killing, energy-dissipating, desultory reading.

So many have been influenced much by the books they read. And it must be noted that it is not only what they read that counts, but the circumstances under which a book is read. Hence one

should not force anyone to read any particular book, especially so when the interest implies in other direction. Reading is an activity which is acquired or learned. As such it becomes more or less a habit. One should get accustomed to reading what they feel. No-day is complete unless they have read for their need's sake as true as they eat for their need's sake, the real difference lying in the fact that one must eat whereas one can get along without reading. How one can get along without reading depends upon the aim of life. Many get along without letters as they do without other devices invented by man to save time and energy and trouble.

And so large is the importance of reading. One should not wait until one has laid or had somebody lay out for another, a course of reading. Thousands of good intentions have frittered away in foam, waiting to decide a 'course'.

The first step to swim is to get into the water. Take a good hold somewhere, be your own guide if need be follow the instructions carefully. Only remember that it takes an expert to get so much value from and that the society in which we live is so constituted that it offers its highest rewards to the builder; the creator, the inventor, the discoverer. If one would join that strong if that is the direction in which one wish to go, it is good to lead what one read. For 'all that men have devised, discovered, done, felt or imagined lies recorded in books.' (Carlyle). Finally we have to agree with the famous nature poet Wordsworth :

"Books, we know
Are a substantial world both pure
and good ;
Round these, with tendrils strong
as flesh and blood,
Our past time and our happiness
will grow."

SOME REFLECTIONS ON TECHNICAL EDUCATION

By T. S. VENKATESWARAN, M.A., Cert. Textile. Tech.

PART IV

In my last article, I have tried to bring about some of the salient points about the present position of the technical education at the Polytechnic and Secondary School level. The starting of the Regional Engineering Colleges, this year, has fulfilled a long felt need, in spreading education (technical) regionwise. Since three years the number of graduates and diploma holders in the various branches of engineering and technology has gone up in leaps and bounds. Statistical data, no doubt reveal an optimistic future for these technical hands but the present day conditions of some of these categories requires some special thought. The two courses that does not attract the young boys are the Civil and Textile subjects. Why? In 1950 an L.C.E. was in a better position than a L.M.E.

or a L.E.E. of today. But today conditions are just the reverse. I have pointed out the lot of the L.T.M. Diploma holders. Even today there are many who does not know what is meant by L.T.M. course and where it is offered! Many a parent has met me in this connection. I am not making any self assertion at all. Why should the employment graph show a downward trend in the case of the Civil Engineering branch even before the completion of the Third Plan?

Some of these vital questions agitate the minds of technical experts today, and it is hoped that some useful solutions will be found out. I have also referred to the modern employment conditions of the over populated, industrialized, progressive western countries and how the educational pattern is evolved as to overcome all bottlenecks, in my previous articles. Our

Government is sending young enterprising graduates to foreign countries for specialised training in various branches of science and technology. But unlike America, Britain, Russia and Japan, we lack behind a Consultation Bureau, covering all aspects of science and technology. Japan is the pioneer in this respect, for every Japanese has great regard for the industrial progress of his nation, progress in terms of the utilitarian value of any object produced and exported from his country to another. How many of us hanker after a genuine Pilot Pen, "Made in Japan" ?

So Civil Engineering today, does not enjoy popularity as it was ten years ago. The reason is quite obvious. Most of the Civil Engineers, generally expect a temporary post and if in Government, subjected to continuous probation. In these costly days the question of seeking jobs becomes first and foremost, apart from other aspects and responsibilities that every citizen in every society owe. So if conditions continue to prevail at this rate, then there is every chance of the strength in L.C.E. and L.T.M. courses falling year after year leading to great catastrophe.

Let us ponder over the existing state of bifurcated courses in secondary schools. I have often pointed out the general difficulties experienced by the managements, the teacher and the taught. This year the number of students opting bifurcated courses have fallen down substantially, and the most unfortunate subject being textile technology which has reached a stage of stagnation.

Progress has been maintained steadily till 1960 but after the introduction of the standards from 1961 June onwards, the progress is arrested by steady decline in strength. This was caused by the mass failures in Textile Technology, Engineering, Agriculture and some of the other courses also. The questions at the Public Examination, were vague; the syllabus continues to be imperfect and the ultimate result being mass failures due to poor marks in bifurcated subjects. The

Instructors thus owning the whole blame, inspite of the neglect and indifference of the 'taught' some of the managements have closed some of these courses, causing unemployment to those technical teachers, who have dedicated their lives to teaching profession and put in eight to ten years service.

We shall next consider the commissions that have been, and that are going to be set up for the modification of the technical education in the next issue.

(To be continued)

ALL INDIA SECONDARY TEACHERS' FEDERATION

Central Office :

60/1, Raja Kidar Nath Street,
Chawri Bazar, Delhi-6.

12-8-1964.

Dear Sir/Madam,

It is proposed to hold a General Knowledge Test on 15th November, 1964 for the welfare of students of India. Students of X, XI and XII standards will form the Senior Group and students of VII, VIII and IX standards will form the Junior Group and Re. 1 will be the entry fee for Senior Group and 50 paise will be the entry fee for Juniors. Before we issue a circular we would like to know the following :

- (a) Suitability of date and desirability of project.
- (b) Language for the paper.
- (c) Medium of answering.
- (d) No. of candidates for fixing a centre.
- (e) Publication of a book for the information of students.

Yours faithfully,

RAM PRAKASH GUPTA,
Hony. General Secretary.

N.B. :—Headmasters and Headmistresses of Secondary Schools who are interested in the above project are requested to contact the Hony. General Secretary at the above address directly. [Ed. : S.I.T.]

THE NEED FOR A REVISED CURRICULUM FOR SECONDARY SCHOOLS

By S. VENKATARAMANAN

The curriculum of Secondary Schools is a matter of vital importance as much as it forms a definite stage in the scheme of education when more than sixty percent of the school going population choose other avocations and enter life. The Secondary School stage also forms the most important link leading to universities and as such, solid foundation is to be laid so as to equip the students with all the essential requisites so as to fit them to a bright career in the university. Hence it is that the utmost careful thinking is to be bestowed before a suitable curriculum for secondary schools is evolved.

In the past, several attempts were made in evolving a suitable curriculum of studies whenever a reorganisation was made in the pattern and content of studies at the secondary school level but without any pronounced success; for, merely the old wine was poured into a new bottle. Tinkering with the syllabi here and there or arranging the same old topics in a different order or grouping of the same old contents under more attractive headings were only made without taking into consideration the vast strides of progress made in the field of knowledge, with the result that the pupils in secondary schools today are turned in the same old grinding mill and their acquisition of knowledge is very limited and not in keeping with the modern needs.

A casual glance at the curriculum of studies in Secondary Schools in the western countries that is in vogue, will convince anyone how backward we are, at least half a century behind them. The existence of a permanent committee composed of eminent educationists at a high level for curriculum making in consonance with the changing times and the needs of the society in consultation with the teaching personnel

in the west enable their educational system to keep up with the advancing progress in the field of knowledge and be up-to-date. But not only our curriculum of secondary education remains outmoded and in stagnation but also the universities are very conservative to introduce any radical changes though now and then attempts are made to advance a little in the path of progress.

The constitution of a permanent curriculum committee at the Secondary Education level should be given serious consideration. They should hold constant consultation with the teaching personnel regarding the needed changes to be introduced in the Secondary curriculum to keep stride with the progress in the field of knowledge. Such a curriculum committee can also advise on the production of teaching guides for the profession whenever the curriculum is revised once in three to five years and never allow stagnation.

Formation of committees of experienced teachers and lecturers have not been very successful in revising the curriculum of studies or the syllabi as they cannot afford to make a critical study of the essential needs of the day in addition to their heavy daily load of work; nor do they have prolonged discussions with the teaching personnel which is essential to ascertain the practical suitability of the changes to be made if any and the difficulties that may be involved in putting into effect the revised syllabi.

As most of the teaching personnel are accustomed to a routine work, it is natural that resistance to changes is always made. Such a resistance can be overcome when suitable teaching guides, prepared by experts are also produced along with the revised syllabi or course of studies—Conferences and seminars conducted for the sake

of the teachers to clarify the new contents will be of immense help and be also of great educative value.

Now that a Central Commission, to go into all aspects of Educational Re-

form at all stages has been appointed, it is fervently hoped that the necessity for constituting a Curriculum Committee on a permanent basis will also merit their serious consideration.

CAREER FOR WOMEN

By BHEEMASEN RATH

My friend's daughter lost her husband a few years ago and she was left with five children, and no movable or immovable property. Her father cannot afford to look after her and her children indefinitely. And so, the children, half-starved, half-naked, badly in need of education wander on the streets begging for food. The illiterate widow has no other means except begging from door to door. She is not an exception; many helpless widows live in poverty. If we want to do away with poverty, hunger and ignorance, we have to create new avenues for helping women earn their living independently. We have to arrange for vocational guidance immediately after they enter the threshold of Secondary Education.

Women as a rule know children better and with their patience, can educate them more efficiently than men. So the entire responsibility of imparting Primary Education should be left to women. The number of women teachers at present is far from satisfactory. A much large number of women should be trained to carry on the job. Teaching as vocation would not only help women choose a career but they themselves would be able to educate their own children much more efficiently.

Medicine is another subject for women. A fairly good number of women serve as nurses and midwives but very few as doctors. Some girls, even after obtaining the required qualification are not able to read medicine due to lack of financial assistance. In my opinion such of the girls who show better signs of prospects in this line should be given training free of cost.

Psychological studies and personal experiences have shown that women are in no way less intelligent than men. Our experience with women employed in commercial and secretarial posts at present reveal that they are in no way less competent, in discharging their duties, than men. What harm is there, if women take up commercial jobs? Very few women at present prefer to serve in this line and their number is almost negligible. In view of the rapid advancement of our country towards industrialisation, women having commercial education can find ample chance for employment. Hence arises the necessity of introducing commercial education in secondary schools. Commercial education at the secondary stage would give the girls, who cannot go for higher studies, a chance to seek jobs. It would provide a background for those girls who can go for higher studies, and at the same time help them to finance their college education, if they employ themselves as part time workers.

Our girls too cry for higher education. Higher education of women is an undeniable necessity and it should be free at the same time, till we get an adequate proportion of women officers in the administrative, supervising and inspecting staff.

Parents should pay the utmost attention to the education of their girls in view of the rapid transition to a new social order. Every woman must be capable of earning her own living so that she can play her part in society and in the family on a footing of equality with man.

GIRLS' EDUCATION

By M. S. V. CHARI, *Tindivanam*

In spite of the unanimous opinion of all the educationists in the country that girls' education must be such as is adaptable and suitable to their nature, not much has been done in this direction. We still blindly continue to duplicate the same kind of education in a majority of our girls' schools as in our boys' schools. It is the uniform opinion of all that teaching, nursing, sewing and tailoring, and music are eminently suited to their nature. But how many girls' schools have courses of studies in these subjects? Of course you find all these in the Hand-Book issued by the Department of Education included in the domain of girls' education. But in practice, we do not find (enough) facilities for learning them in girls' schools. In fact, they fall far short of the actual needs.

To a certain extent, this is due to the ignorance or obstinacy of the parents who do not or are not willing to admit their girls to these courses of studies. Many parents are foolish enough to dream of 'degrees' for their daughters than to give them a course of education which will be of real use to them and to the nation. But it is also equally true that where parents do want their daughters to undergo the above courses there are no facilities. There are indeed schools with bifurcated courses of studies. But they are few and far between. Multi-purpose schools for girls are very few.

Therefore it behoves the Government to encourage the starting of multi-purpose girls' schools at least one in each Taluk to begin with, with hostel facilities so that girls all over the Taluk may flock to it from places within its jurisdiction.

I would humbly suggest that all these four courses of studies may be taught in every such school. These may be three-year courses beginning from the 9th and ending with the 11th

standard. If this is too costly, I would suggest the opening of four multi-purpose schools in every taluk, each catering to a specific course, viz., Music, Pedagogy, Nursing and Sewing and Tailoring. I am sure that a three-year course would be sufficient to turn out students with enough proficiency in the subjects of their studies, both theoretical and practical. In the case of nursing courses, the schools have necessarily to be located in taluk headquarters where the students could have plenty of practical training in the government hospitals, which have to be instructed to provide such facilities to them.

The department must however relax the teacher-pupil ratio in the case of these schools or come forward to meet the *actual* deficit incurred by private managements till parents are able to realise the great utility of these courses. The Government might also consider the desirability of giving stipends to students who take to these courses to defray their boarding and lodging expenses. For, it is one thing to educate a girl in a local school and quite another to educate her in a mofussil school. Many parents might not be able to afford the expenses in the latter case and it is perhaps well to remember that only middle and lower middle class people would be anxious to give their daughters these courses with a view to enable them to earn their own livelihood.

Alternatively, the Government might grant parents interest-free loans or loans with low rate of interest to enable them to take advantage of these courses. It is needless to emphasise that these courses would be more useful to the girls than the mere academic education that we now give them. The Government certainly cannot afford the expense involved in this luxury of an academic education even in the case of boys. Such education

for the girls will only swell the ranks of the unemployed. My suggestion on the other hand will help relieve the distress of the middle class people if their daughters are put on their feet and enabled to earn an independent living.

It is possible that some educationists might feel that tailoring and sewing or music might not be as useful or profitable as nursing and teaching. This would be an erroneous view. Regarding tailoring one has only to realise the high wages that are demanded for stitching dresses. There are tailors in Madras who demand fancy rates and the incomes of many of them far exceed that of the Gazetted Officers and in some cases, even of the I.A.S. Officers!

Proficiency in music will also enable our girls to make a decent living. Every Hindu wants to give his daughter some training in music. In recent times, this has not been possible, because the music teacher has become a very costly animal. Music teachers now demand anything from Rs. 25 to Rs. 50 per month for a tuition once or

twice a week! In this context, if we can turn out students proficient in music, vocal and instrumental, they can easily make a very decent living. What is more it will enable middle class parents' to give their daughters a good education in such an excellent fine art like music which is all to the good of our culture and tradition.

It would be a good idea if at least 50% of the existing girls' schools are encouraged to change into multi-purpose ones.

If the Government would only boldly go ahead and implement the above suggestions, the Centre would be ready to meet the entire cost of this venture. Mrs. Soundaram Ramachandran has given categorical and ample assurances that the Centre would go the whole hog to meet the entire deficit involved in any expansion of girls' education in the country.

I hope that the Education Department will give its earnest consideration to the suggestions made above, in the vital interests of genuine girls' education.

THE IMPORTANCE OF THE 'E' IN UNESCO

By WILLIAM CARR

I had the privilege of participating in the San Francisco conference in 1945 where provisions about education were written into articles 55 and 56 of the United Nations Charter, and of attending the London conference where Unesco was created. The letter E is the most important letter in the name of Unesco. It has taken us a long time to give practical recognition to the importance of education in the Unesco programme and budget. This meeting will be a milestone in the history of the Organization if it helps Unesco, not only to work with ministers and diplomats, but more than ever with teachers and their professional organizations.

The status of the teacher in this world will be achieved when every teacher is immensely proud of his calling. I do not say boastful, I say *proud*, so that he feels a quiet satisfaction in the fact that he is able to follow this calling. And when every teacher is proud to teach, then we shan't hear so much about the status of the teacher. We won't hear teachers say, when someone asks them what they do for a living, "I'm just a kindergarten teacher", or "just an elementary teacher", or "I'm only a teacher of science in a secondary school". You don't hear doctors say, "I'm only a brain surgeon". We will come to the point when the words "just" and

"only" will be dropped and we will be happy and proud to say, "I am a teacher".

We are entitled to feel this pride because the work of the teacher is at the basis of the work of mankind. A child may come into the school with two leaves, one brown and one green, and ask the teacher, "How does this happen, why is one leaf brown and the other green?" In that simple process all the great scientific laboratories of the world, all the great scientists, all the discoveries of the past and of the future, that will enrich the life of mankind, are wrapped up.

Another child comes into school and says, "Johnny hit me in the playground and I want you to punish Johnny because he hit me", and the teacher calls Johnny in and the two talk it over and try to find out what caused this exchange of incivilities. It seems like a routine, trifling sort of occupation if you don't look at it too deeply; but all the courts of law and justice, all the great systems of treating human rights with dignity, all the systems of jurisprudence are wrapped up in that description.

The child looks at a piece of paper and sees some black marks on a white surface. These black marks send light rays through the lens and into the retina of the eye. After a while, under proper instruction, the child says,

"That is 'A', and all the libraries in the world and all the authors and all the daily newspapers, all the magazines, all the creations of art and of drama are wrapped up in this simple, basic recognition.

THE TEACHER — A CATALYST

So I think we don't strain a point when we say we are proud to teach. I think we can build the status of the teacher with the simple knowledge that what we do in this area is final and is a turning point in the lives of children.

The Director-General of Unesco has asked us for advice. If it were possible to summarize our discussion in five sentences, I would say this:

(1) The higher the public respect for the schools, the better the status of the teachers: it is bad for teachers to be underpaid; it is even worse for education to be undervalued;

(2) The better the payment and security of teachers, the better their status;

(3) The better the preparation and in-service education of teachers, the better the status;

(4) The greater the skill of the teacher in the class-room, the better the status;

(5) The more united the profession, the better the status of its members.

OUR BOOKSHELF

Receipt of the following publications is thankfully acknowledged:

1. British Civil Service — (Tamil), (B.I.S.)
2. 54th Madras State Educational Conference—Kumbakonam. Souvenir published by the Reception Committee.

3. 30 Years of American Social and Economic Progress.

4. Sri Ramakrishna Deepam — Magazine of the Ramakrishna Mission Boys' School, T. Nagar — 1964.

5. National Discipline Scheme (Ministry of Information & Broadcasting).
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FROM OUR ASSOCIATIONS

TILAK VIDYALAYA HIGH SCHOOL, KALLIDAIKURICHI

Teachers' Association

Resolution passed at the meeting of the above association held on 27th July, 1964 :

This Association notes with deep concern the adverse effect on the salaries of teachers caused by the allotment of grant to the staff according to Government scale in accordance with the present Grant-in-aid code on the basis of approved salary without taking note of the existing contract between the management and the staff of aided secondary schools. This adverse effect at a time when prices are soaring up and school employees like other public servants, are looking forward for further increase of salary, has caused very great hardship on teachers. It therefore urges the Government to reconsider the decision in respect of payment of grants on the basis of approved scales and order that grants be paid in accordance with the contracts between the management and their employees. In the opinion of the Board these contracts have had the approval of the Government as they are scrutinised by the Inspecting Officers and the Teachers' Provident Fund contributions have been on the basis of these scales.

THE RAMANATHAPURAM DIST. TEACHERS' GUILD

Proceedings of the half-yearly conference held at Kandanur, on Saturday the 4th April, 1964.

The Half-yearly conference of the Guild was held from 2 p.m. on Saturday the 4th April 1964 in the Chittal Achi Memorial High School, Kandanur and attended by delegates from all parts of the district. Rev. Father M. J. Antonisamy, S.J., Headmaster, De Britto High School, Devakottai, presided.

The conference began with prayer by Sri M. Subramania Pillai, Tamil Pandit, C.A.M. High School, Kandanoor. Sri M. R. Sundaresa Iyer, Headmaster, C.A.M. High School, Kandanoor, welcomed the delegates. Sri V. T. Veerappa Chettiar, Manager and correspondent, C. A. M. High School, Kandanoor inaugurated the conference.

Sri P. Doraikannoo Mudaliar, Principal, Dr. A. C. Training college, Karaikudi and President of the Guild, welcomed the gathering. He complimented the government on its decision to introduce free Secondary Education and said that there would not be any deterioration in standards of education, as feared by some. He extended a cordial welcome to Sri A. K. Sitaraman, President of the S.I.T.U., and requested him to enlighten the Guild on the coming changes in education, in our State.

Rev. Fr. M. J. Antonisamy, S.J., in his address dwelt at great length on the role of teachers in the building up of our democratic Republic and appealed to the members to act with a sense of due responsibility and spiritual outlook, as only then, society would accord them the status and respect due to the members of the profession. He said that it was the duty of the government to see that private managements were enabled to function properly and efficiently, unhampered in any manner by the introduction of free Secondary education.

Then there was a symposium on 'The Place of Electives in Secondary Education' held under the joint auspices of the Department of Extension Services, Dr. A. C. Training College, Karaikudi and the Guild. Sri M. R. Sundaresa Iyer, Headmaster, C. A. M. High School, Kandanur, initiated the discussion. Messrs. B. Ganesa Iyer of S. M. S. High School, Karaikudi, M. J. Rengasami, Headmaster, N. S. M. V. P. S. High School, Devakottai, Shanmugam

of Rajah's High School, Sivaganga, B. S. Ramachandran of De Britto High School, Devakottai, A. K. Sitaraman, President of the S.I.T.U., S. S. Narayanaswami and others took part. The consensus in the discussion was that educational experts must study the study-load of students and decide giving due places to both sciences and humanities.

Sri A. K. Sitaraman, President of the S.I.T.U. said that nothing would be done, undermining the prestige of aided schools and affecting the status and salaries of teachers.

The following resolutions were then passed :

1. The Guild places on record its deep sense of sorrow on the demise of Sri T. P. Srinivasavaradan, who had made a vital contribution for the cause of education and for the uplift of the teaching profession as its accredited leader.

The Guild resolves—

1. to request the government to stop the collection of the emergency enhanced Provident Fund and to arrange for the refund of the collections already made.

2. to request the government to make the 200 working days scheme applicable to primary and upper primary schools also.

3. to request the authorities to publish the draft syllabi sufficiently early to call for the view of expert educational bodies before the syllabi are finalised and text-books based on them are written.

4. to request the government to see that the syllabi and the contents of the text-books prescribed at the primary school stage are simple and light enough so as to be suited to the mental and physical age of the pupils.

5. to request the Department to instruct the primary schools to enter in their records only the correct date of birth of the pupils supported by authentic records so that there may be no application from parents for change of

the date of birth of the pupils at any stage in the upper primary or secondary schools.

6. to request the Director to permit untrained Tamil Pandits to be retained in the school for some more years till they get themselves trained and to allow managements to grant vacation salary to such of the untrained Pandits as have put in a continuous service of more than 8 months in a year.

7. to request the government to treat the teaching and the non-teaching staff employed in all non-government institutions on a par with their counterparts in government institutions in all matters relating to service conditions, pay, leave rules, house rent allowance, medical concessions, educational concessions, etc.

8. to request the government to treat such of those craft teachers as work for 18 periods a week as full-time teachers and grant them full pay in all complete higher elementary schools.

9. to request the government to grant special festival or religious holidays to teachers also, as is given to government servants.

10. and to request that secondary grade teachers working in aided secondary schools be given due weightage for their past service in elementary schools, for the fixation of their salaries in the new scales, as has been given to their counterparts in aided elementary schools and Local Board schools.

11. This conference resolves to invite the S.I.T.U. to hold the 55th Madras State Educational Conference in May 1965 in the Ramanathapuram District and authorizes the Secretary of the Guild to invite the Union.

Sri V. T. Veerappa Chettiar, Manager, C. A. M. High School, Kandanur, was "At Home" to the delegates at 5 p.m. Sri S. S. Narayanaswami, Secretary, thanked Sri V. T. Veerappa Chettiar and the Masters' Association of the C. A. M. High School for the "At Home" and the excellent arrangements made for the Conference. He thanked Sri A. K. Sitaraman, President of the S.I.T.U. for honouring the Guild,

KARIYASAN : HIS EDUCATIONAL THOUGHT

By V. PERUMAL, M.A., B.T., M.R.A.S.

Kariyasan, the author of Tamil ethics *Sirupanchamoolam*, was one among the educationists of Tamilnad. Flourished in the 5th cent. A.D. circa, he dealt with various aspects of education in his magnum opus, *Sirupanchamoolam*. Undoubtedly, the educational thought adds special flavour and colour to his ethical maxims.

An educated man should be capable of putting two and two together and arriving at a definite conclusion. In a matter of dispute and controversy, it is not healthy to sit on the fence for a long time. Quickness in deciding and sanity of judgement are the true criteria of sound scholarship. According to Kariyasan, the decision taken by the Scholar should be original and unambiguous. The long and the short of it is that an educated man must have originality, individuality, and clarity of judgement. (*Sirupanchamoolam* 9).

From time immemorial, the Tamil savants have always emphasized morality in their literary works. Special emphasis was laid on teachers' morality as they are mainly responsible for moulding the character of the students. Kariyasan was of the opinion that a teacher should maintain morality of a very high order in order to command respect among the students. Teacher is not an ordinary instructor, but a preceptor of a very high calibre who is expected to guide the students in all the fields. As such, it goes without saying that he must be a dynamic personality of moral calibre. The best teacher alone can produce the best students. (29).

All the educationists are one regarding the view that hearing is the best gateway of knowledge. Listening to the learned and experienced teacher will enable one to acquire sound erudition for the former more often than not im-

parts knowledge out of his ripe experience and wit and wisdom. The student who listens to the erudite and experienced teachers not only receives information and acquires knowledge but also receives thought provoking ideas and above all inspiration. So, Kariyasan has hit the nail on the head by saying that 'He is an indefeatable scholar who acquires knowledge by listening.' (33).

As regards the departments of learning Kariyasan mentions three main faculties which involve five branches of knowledge viz., grammar, science, logic, theology and philosophy. Grammar, which comes under the category of philosophy, enables to acquire the right type of linguistic ability. So far as thinking is concerned there are a couple of branches viz., science and logic. It is a well known truth that logic is the science of sciences (*Scientia scientiarum*). Science and logic train their votaries to think properly and precisely. Hence, it is crystal clear that these two sciences are essential for the right type of intellectual training. As regards feeling aspect theology and philosophy are mentioned, it is a moral certainty that these two jointly contribute to the development of human heart. Theology and philosophy enable one to feel the sublime and spiritual thought. Science and logic help to think analytically and accurately. Grammar helps to express and communicate one's feelings (heart) and thought (head) in an appealing and forcible language. It is clear that, Kariyasan was perfectly correct in mentioning the five branches of knowledge. He concludes that he who has mastered all branches of knowledge is superior to all. (86). In fine, though the educational thought of Kariyasan is as old as the hills, it is modern in content, scientific in character and universal in appeal.